
2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mrs. Judith M. Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Claxton Elementary
(As it should appear in the official records)

School Mailing Address 3720 Pinetop Road
(If address is P.O. Box, also include street address)

Greensboro North Carolina 27410-2899
City State Zip Code+4 (9 digits total)

Tel. (336)545-2010 Fax (336)545-2025

Website/URL www.guilford.k12.nc.us E-mail jonesj7@guilford.k12.nc.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Terry Grier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Guilford County Schools Tel. (336)370-8100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Alan Duncan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I – ELIGIBILITY CERTIFICATION

[Include this page in the school’s application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school’s eligibility and compliance with the U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state’s adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in U.S. Department of Education monitoring report that apply to the school or the school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

64	Elementary schools
19	Middle schools
	Junior high schools
22	High schools
2	Other (Briefly explain: K-12 Special Schools for severely physically and mentally challenged students)
107	TOTAL

2. District Per Pupil Expenditure: \$2,136.87

- Average State Per Pupil Expenditure: \$4,143.85

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.
_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	56	47	103		7	X	X	X
1	33	25	58		8	X	X	X
2	48	38	86		9	X	X	X
3	32	36	68		10	X	X	X
4	39	38	77		11	X	X	X
5	36	48	84		12	X	X	X
6	X	X	X		Other	X	X	X
TOTAL STUDENTS IN THE APPLYING SCHOOL →								476

6. Racial/ethnic composition of the students in the school:
- | | |
|--|----------------------------------|
| <u>72</u> | % White |
| <u>18</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>4</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 95% Total (Remaining 5% are identified as Multiracial according to North Carolina ethnic groups.) | |
7. Student turnover, or mobility rate, during the past year: 11%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	50
(4)	Total number of students in the school as of October 1	472
(5)	Subtotal in row (3) divided by total in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 2%
12 Total Number Limited English Proficient
- Number of languages represented: 8
- Specify languages: Spanish Arabic Swedish Korean
 Vietnamese Chinese Indian English
9. Students eligible for free/reduced-priced meals: 16%
76 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13%
60 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>9</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>15</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>4</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>22</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u>3</u>
Paraprofessionals	<u>22</u>	<u>1</u>
Support staff	<u>4</u>	<u>6</u>
Total number	<u>53</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.07%	96.64%	95.18%	95%	94.85%
Daily teacher attendance	93.7%	95.6%	94.3%	92.1%	N/A
Teacher turnover rate	*24%	6%	8.8%	**19%	9.5%
Student dropout rate	X	X	X	X	X
Student drop-off rate	X	X	X	X	X

*This year had a high number of retirements.

**Student enrollment dropped significantly and teacher positions were lost.

PART III - SUMMARY

Snapshot of the School:

Claxton Elementary School is located in Greensboro, North Carolina. The school derived its name from Philander Priestley Claxton (1862-1957), an active educator and United States Commissioner of Education. When the school opened its doors in 1960 it was situated in the middle of open fields and pastures. Today the school is surrounded by a middle to upper income neighborhood. Claxton is one of sixty-four (64) elementary schools in the Guilford County School (GCS) system. Many of the four hundred and seventy-six (476) kindergarten through fifth graders come from single-family homes, two family homes, multiple family apartment complexes, a federal housing project and administrative placements. Approximately one third of the students walk, bike or ride a car to school and the remainder of the students ride school buses.

The mission statement, *Claxton Elementary is a place where all children can learn, where we challenge through high expectations, and where we fulfill individual potential*, has remained the same for the past fifteen (15) years. It is obvious that the school staff, parents and community believe in the school's mission through the collaborative and ongoing efforts of all stakeholders to provide a rich and challenging learning community for all students in a safe and caring environment.

Because of low teacher turnover, Claxton's staff is stable with close working relationships. Sixty-nine percent (69%) of the teachers are veterans with more than ten years of teaching experience. This stability and longevity builds continuity in instructional programs and strategies throughout the school. The staff works hard to create a professional atmosphere where all families would choose to send their children and all school employees would wish to work. A commitment to continuous improvement is apparent through the staff's willingness and openness to share ideas and to learn new teaching strategies.

The Parent Teacher Association (PTA) thrives at Claxton with a strong, active membership base. There are forty (40) working committees that support such areas as fundraisers, cultural arts, academics, fitness and technology to enrich the educational opportunities for all the students. Over ten thousand (10,000) volunteer hours were logged last school year. The PTA works closely with the school staff constantly asking, "What else can we do to help?". In 2002, the Claxton PTA was awarded the highest PTA Council award, "Service to Students".

Over the years, Claxton has weathered many changes in its educational philosophy and service to students. The present inclusive practices permeate through the school. Students with disabilities ranging from learning disabled to trainable mentally disabled are fully integrated into the total school program. The presence of the special needs students encourages staff and students to celebrate and appreciate differences in one another. To ensure success for all students, teachers have become well equipped at differentiating in the classroom. Team planning between teachers, special education staff, and other support staff occurs on a regular basis to create engaging and developmentally appropriate lessons.

While the exterior of the school building appears old, the staff has worked hard to ensure that the interior has kept up with advancements in education and technology. All classrooms, the media center and the computer lab are networked accessible. Claxton recently experienced an upgrade of its entire computer equipment enabling staff to fully integrate technology in their daily lessons and allowing students the flexibility to use technology in a variety of ways to enhance their learning.

In 2002, Claxton received local recognition from Action Greensboro as one of the fifteen most improved schools in Guilford County for 2002. Based on the 2003 state tests, Claxton ranks in the top six percent (6%) of the elementary schools in the Guilford County School system. It is truly a place where all students are challenged to reach their fullest potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment Results:

In 1995, the General Assembly passed into law the North Carolina ABC's of Public Education. This accountability model set growth and performance standards for North Carolina public school for students in grades three through twelve. At the elementary level, the state developed end of grade (EOG) math and reading tests. These EOGs are administered to third through fifth grade students in May of each school year to measure growth and performance. The growth standards are benchmarks set annually to measure each school's progress. To determine the "expected growth", the state uses a statistical formula with the school's previous year's developmental scores from the EOGs and a statewide average growth to identify the school's "expected growth" for the upcoming year. This same formula is used from year to year. When a school exceeds the "expected growth" by ten percent (10%), then a school is considered to have demonstrated "High Growth". Claxton Elementary has met "High Growth" seven out of the eight years of the state's ABC Accountability Model. "Expected Growth" was met the one year that "High Growth" was not met.

Student performance is based on achievement levels. The cut off for the reading and math achievement levels for grades three through five are determined by the state. Four levels are used to identify how students are performing. Students falling into Level I, the lowest level, demonstrate a non-mastery of the knowledge and skills of that grade level subject. A Level II means students have an inconsistent mastery of knowledge and skills of that grade level subject. Students are considered proficient of the knowledge and skills required of that grade level subject when falling in Level III. The highest level, Level IV, indicates students have a strong mastery of the knowledge and skills required for that grade level subject. The test data attached on pages 12-14 show the percent of students proficient (Levels III and IV) at grades three through five in reading and math from 1998 to 2003. The state ABCs Accountability Model recognizes schools that are 80% to 89.9% proficient as "Schools of Distinction" and schools that are 90% to 100% proficient as "Schools of Excellence". Claxton was recognized by the state in 2002 and 2003 as a "School of Excellence".

Approximately two percent (2%) of Claxton's students with disabilities are exempt from the state EOGs because the tests are not appropriate to provide accurate accounts of students' growth. After 1999, the state developed alternative tests for students exempt from the EOGs. Depending on the levels of students' disabilities and modifications on students' Individual Education Plans (IEPs), progress made by students is assessed and documented through North Carolina Alternate Assessment Portfolios or Alternate Assessment Academic Inventories (AAAIs). These alternative state tests require students' work samples and assessments. The portfolios and AAAs are submitted to the state, scored, and included in the school's overall proficiency rate.

Students with English as a second language (ESOL) may also be exempt from all or part of the state EOGs if they score below intermediate high on the Individualized Proficiency Test (IPT) and have been enrolled in a school in the United States for less than twenty-four (24) months. The AAAI is the alternative test for ESOL students. These tests are also submitted to the state, scored, and included in the school's overall proficiency rate. Claxton has only a few ESOL students that use the alternative test each year.

Based on the guidelines established by the *No Child Left Behind Act of 2001*, Claxton made adequate yearly progress (AYP) on all its targeted goals for 2003. Over the past three years proficiency rates have improved increasing 18.7% and the achievement gap has decreased from 30.4% to 14.8%.

How the School Uses Assessment Data to Improve Student Performance:

Multiple assessments are used throughout the school year to identify students' level of mastery on grade level goals and objectives. Ongoing classroom assessments and teacher observations provide teachers with immediate feedback on the effectiveness of their lessons. Adjustments in daily instruction are driven by students' results. Quarterly system-wide assessments in reading, writing, and mathematics are analyzed to note growth and progress either by student, by class, or by grade. Teachers review the tested goals and objectives for proficiency to create flexible skill groups for reteaching or for acceleration. In grades three through five, math and reading EOGs are used to target students performing below or at grade level and above. Students performing below grade level are placed on Personal Education Plans (PEPs) devised by teachers using information from assessment data, students' cumulative folders, and teacher observations. PEPs are reviewed quarterly with students and parents to monitor and to document students' progress. Students placed on PEPs are provided additional assistance with paid tutors.

Assessment data is also used to analyze the effectiveness of Claxton's instructional programs and/or teaching strategies. The school's leadership team reviews the data to identify areas for improvement and for staff development. Adjustments in the School Improvement Plan (SIP) are made based on assessment data. Using grade level reading and math EOG results, the school leadership team establishes annual targeted goals for improvement. The school's administrator reviews all quarterly assessments and EOG testing results to monitor the school's progress toward the targeted goals.

How School Communicates Assessment Results to Parents, Students, and Community:

Grade level goals and objectives are provided to parents and students at the beginning of the school year through parent handbooks, grade level handbooks, grade level open houses, and parent/teacher conferences. Accountability agreements outlining the responsibilities and roles of students, parents, and teachers are reviewed and signed at Claxton's grade level Open Houses in the fall. One part of these agreements focuses on the importance of open communication and dialogue between home, school, and students.

Within the school community, teachers keep students informed of their progress by giving immediate feedback on class work, projects, unit tests and assessments, and by holding student conferences. Parents are kept abreast of their children's progress through grade level planners, weekly Monday folders, telephone calls, emails, letters, conferences, interim progress reports and report cards. Quarterly recognition assemblies are held to recognize students' academic accomplishments. Parents and other family members are invited to these assemblies. Banners and plaques awarded to Claxton for academic excellence are displayed in the main entrance to the school. When results are received on the state EOGs in reading and mathematics in grades three through five, individual student reports are sent home to parents.

Claxton publishes a monthly PTA newsletter, *STARLINES*, and webpage as a means of informing the community of the school's accomplishments. Media releases from the school system reports state testing results. The school system maintains a cable channel that provides a wide array of topics, including school accomplishments. This channel is accessible to all viewers in Greensboro and the surrounding areas. The North Carolina Department of Public Instruction (NCDPI) issues annual school report cards that are online and accessible through the NCDPI website. These report cards include state testing results and other information related to the *No Child Left Behind Act of 2001*. This site offers parents a chance to review the progress of Claxton as well as all schools across the state. These available sites are communicated to parents through newsletters and school handbooks.

How the School will Share Successes with Other Schools:

The staff at Claxton is always open to sharing its successes with other teachers, administrators, or schools. Visitors from public and private schools are welcome to tour the school, observe in the classrooms, and meet with staff to learn firsthand what makes Claxton a “School of Excellence”. Numerous staff members participate in local and state workshops and conferences giving them opportunities to share Claxton’s successes. Individuals taking graduate courses and those working on National Board Certification also have opportunities to have dialogues about the school. Some staff members have instructed undergraduate and graduate level courses at local universities often using examples from Claxton.

Monthly meetings of elementary principals give administrators opportunities to share effective instructional strategies. Each month the meetings are held at different schools so principals can take “learning walks” through the classrooms focusing on the presence of best teaching practices. Through the use of email, administrators can share ideas and suggestions easily.

System-wide meetings for special education teachers, counselors, teachers, technology specialists, media specialists, and curriculum facilitators offer formats for schools to exchange ideas. As one of the schools participating in the Bryan Leadership Development Initiative (BLDI), Claxton’s BLDI team presented at a Sharing Fair sponsored by the Center for Creative Leadership. All one hundred and seven (107) Guilford County Schools were invited to the fair as well as school board members and county commissioners.

School celebrations for state and national awards result in media coverage and exposure of school successes. Students’ participation in academic programs like the PTA sponsored Reflections Program and contests such as Lego Building supported by a local children’s museum draw attention to students’ creativity.

PART V – CURRICULUM AND INSTRUCTION

School's Curriculum:

Claxton Elementary bases its curriculum on the North Carolina Standard Course of Study (NCSCOS) for language arts, mathematics, science, social studies, health, physical education, art, music, and technology. Using the goals and objectives outlined in the NCSCOS, the Guilford County School system provides elementary schools with nine-week pacing guides for language arts, mathematics, science, and social studies to facilitate planning for teachers. Claxton's grade level teams plan weekly to ensure that appropriate goals and objectives are incorporated into their lessons.

Assessments aligned with the NCSCOS in reading, writing, and mathematics are administered quarterly to measure students' progress. Students demonstrating below grade level performance are placed on Personal Education Plans (PEPs) and are monitored quarterly on their gains. North Carolina has designated grades three and five as gateway years when students must pass the North Carolina EOG reading and math tests to be promoted. In addition to the state gateways, the Guilford County School system has set standards for kindergarten through fifth grades that students must meet to be considered for the next grade level.

Claxton's support staff provides programs to supplement the classroom teachers' lessons. The art, music, and physical education teachers meet weekly with all students. By working closely with the classroom teachers, these specialists integrate activities to support the classroom curriculum while still focusing on their own curricular goals and objectives. The media specialist plays an integral part in supporting Claxton's instructional program. She plans collaboratively with the teachers and uses flexible scheduling of the media center to maximize the use of the media center resources. The school counselor provides instruction in social skills, peer mediation, safety, conflict resolution and organizational skills. The technology assistant offers assistance to teachers in the planning and integration of grade level computer competency skills.

Students in third through fifth grades who meet the qualifying criteria for the Advanced Learner's (AL) program receive services by the AL teachers. Students may qualify in language arts, mathematics, science, and/or social studies at a moderate, strong or very strong level.

The special education teachers assist classroom teachers in implementing appropriate modifications required on students' IEPs. A strength of both the AL program and the special education program is the collaborative planning and co-teaching that occurs with and between the teachers.

Incorporated across the curriculum are a variety of other programs that enhance and enrich the learning environment. An outdoor classroom with a pond, raised vegetable and flower beds, a butterfly garden, an herb garden, a shade garden, worktables, and amphitheater seating provide opportunities to take learning outside the classrooms and to bring some of the outdoors into the classrooms. Character education focuses on responsibility, respect, caring, giving, determination, self-discipline, courage and integrity. These character traits are reinforced through a strong PTA volunteer program bringing lessons into the classrooms, through monthly Paideia seminars and through monthly recognition of students. Claxton's student council, which supports community service projects, provides opportunities for leadership development.

A wide variety of instructional strategies is used daily with all students. These strategies include large or small group or one-on-one instruction, cooperative groups, partner learning, and hands-on activities. Differentiated instruction is provided to meet the needs of all the students regardless of their level or needs.

School's Reading Program:

A balanced literacy program has been the basis of Claxton's reading instruction for the past four years. The program consists of five components: teacher directed reading; guided reading or literature circles; self-selected reading; working with words; and writing. Yearly evaluations of the program help identify instructional strengths and areas to target for improvement. Because of the continued reading progress of the students, the staff believes this research-based program meets the needs of Claxton's students.

Blocks of time are scheduled daily for each of the five program components. The teacher directed reading is grade level material focusing on comprehension. Teachers use narrative or expository texts. For guided reading or literature circles, students are placed in small flexible groups across the grade level based on their instructional reading level. The instruction is focused on strategies for word attack and comprehension. Students experience a high rate of success. Students use classroom libraries with leveled books and a wide range of genre during self-selected reading. During this block of time students select books at their independent reading level for personal enjoyment. As students read their selections, teachers hold individual student conferences to monitor comprehension and to ask higher order thinking questions. Teacher instruction for working with words focuses on high frequency words, word study, word patterns and families, and vocabulary development. The Writers' Workshop model is used during the writing block. Making selections from their writing folders, students learn how to conference, edit, and revise their work. Teachers use ongoing reading and writing assessments to monitor students' progress and to adjust their instruction.

Two additional programs support and foster reading. The Accelerated Reading Program, in grades two through five, encourages students to select particular titles to read independently. The students follow up with computerized tests to check their comprehension, earning points for the number of correct answers. A school-wide PTA sponsored reading program promotes reading at home. Students keep daily reading logs at home and return these to school as the logs are completed. Quarterly celebrations are held for students who participate in the reading program.

School's Science Curriculum:

Claxton's science program is integrated across the curriculum in a variety of ways engaging students in the learning process. Activities encourage problem solving, investigating, data collecting, and understanding situations that have real life connections. The skills students must use from other curricular areas include reading, mathematics, writing, and technology. Examples of classroom activities include journals, research projects, dissection of plants or animals, use of microscopes or scanners, and experiments. Field trips to the North Carolina coast and mountains add another dimension to students' understanding of how the environment interrelates to plants and animals. Biologists and chemists are frequent presenters in our classes. Parents volunteer regularly to facilitate activities in the outdoor classroom. Maintenance of the outdoor classroom is the responsibility of Claxton's students.

An example Claxton's science focus is the student council's decision to raise funds for the protection of animals listed as endangered species, the sea turtle and the red wolf. Students researched the animals and organizations that supported the protection of the animals before making final decisions. Fundraisers were held to collect money for the selected organizations.

Claxton's annual Science Extravaganza Day brings together the community, local universities and parent volunteers to provide interactive learning experiences for the students. One specific topic selected was Newton's Laws of Motion. Students prepared for the event by learning from professionals and university professors. On the event day, students were provided with materials, divided into teams, and given a task. Students used effective team skills to problem solve how to complete their assignment.

Instructional Methods to Improve Student Learning:

To meet the varied needs and learning styles of all students and to ensure that students achieve mastery on their goals and objectives, staff members differentiate instruction utilizing research based best teaching practices. Lessons are presented in large or small groups, cooperative groups, pairs or one-on-one. Instruction is delivered through direct teaching, teacher modeling, Paideia seminars and guided practice. Tools to facilitate teacher instruction include technology, graphic organizers, rubrics, and manipulatives. Teachers engage students in hands-on experiential learning and projects.

Inclusionary practices have been part of Claxton's special education program since 1996, when Claxton became a model school for inclusion. Collaborative planning between the special education teachers and classroom teachers ensures that appropriate instructional modifications are made. Co-teaching is common between the special education teachers and classroom teachers. The Advanced Learners' teachers work with grade levels to develop plans for differentiating instruction for the Advanced Learner students to ensure instruction is challenging and appropriate.

School wide programs enhance Claxton's instructional program by involving students in a variety of ways. "Fit Phil", a Claxton mascot, runs across the United States as students log miles on the school's outdoor quarter mile track. Destinations are charted on a United States map located in the main entrance hall. As Fit Phil moves from one place to another, students learn information about each area. This school wide activity incorporates fitness, reading, math, research, geography and technology skills.

Impact of Staff Development on Student Achievement:

Claxton's staff development focuses on providing teachers with the knowledge and the tools to help students reach their individual potential. Based on staff surveys, assessment data and the School Improvement Plan, specific areas are targeted each year for staff development. To facilitate effective implementation of the Balanced Literacy Reading Program, school wide training was necessary on guided reading, literature circles, running records, reading inventories and Writers' Workshop. Two teachers received training on the use of Thinking Maps, graphic organizers, and conducted a ten-hour in-service for the staff.

Claxton was one of six GCS elementary schools invited to participate in a Quality Teaching and Learning (QTL) forty-hour in-service. This in-service blended best educational strategies with technology. Teachers learned how to incorporate digital photography with digital cameras, to use digital microscopes, to create graphic organizers using specific software, to teach appropriate use of the Internet, and to develop power point presentations. Since the staff participated in the training, class lessons have become more creative using technology effectively for classroom instruction and student learning.

An eleven-member team recently completed a five-year commitment in the Bryan Leadership Development Initiative (BLDI) led by the Center for Creative Leadership in Greensboro. Funding was provided through grant money and only twenty-one (21) GCS schools were selected. This was an excellent opportunity for participating team members to develop leadership skills and to become more effective decision makers for the school.

Besides the school wide staff development, individuals attend professional conferences and meetings, observe in other classrooms, take graduate courses and participate in the National Board Certification process. The school's curriculum facilitator provides ongoing staff development by meeting with grade level teams, conferencing with teachers one on one and offering demonstration lessons.

PART VII - ASSESSMENT RESULTS

North Carolina State Criterion-Referenced Tests

Test: North Carolina End of Grade Test

Grade/Subject: Third/Reading

Publisher: North Carolina Department of Public Instruction

Edition: Updated Annually

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
GRADE LEVEL SCHOOL SCORES					
% At or Above Level I	100%	100%	100%	100	100%
% At or Above Level II	100%	97.6%	92.5%	87.8%	90.6%
% At or Above Level III	100%	89.3%	73.6%	62.2%	68.8%
% At Level IV	76.2%	51.2%	39.6%	30.5%	42.7%
Number of students tested	63	84	53	82	96
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students excluded	*4	*3	*5	*6	5
Percent of students excluded	6%	4%	9%	7%	5%
GRADE LEVEL SUBGROUP SCORES					
Free/Reduced: % At or Above Level I	100%	100%	100%	100%	100%
Free/Reduced: % At or Above Level II	100%	91.7%	88%	73.7%	86.4%
Free/Reduced: % At or Above Level III	91.7%	70.9%	56%	36.9%	43.2%
Free/Reduced: % At Level IV	41.7%	25.1%	16%	2.7%	9.1%
Free/Reduced: Number of students tested	12	24	25	38	44
White: % At or Above Level I	100%	100%	100%	100%	100%
White: % At or Above Level II	100%	100%	94.4%	100%	94.3%
White: % At or Above Level III	100%	100%	83.3%	90.3%	94.3%
White: % At Level IV	83.7%	64.5%	77.7%	64.5%	77.2%
White: Number of students tested	49	45	18	31	35
African American: % At or Above Level I	**	100%	100%	100%	100%
African American: % At or Above Level II	**	93.3%	90%	78.7%	86.8%
African American: % At or Above Level III	**	70%	63.3%	42.5%	49.1%
African American: % At Level IV	**	30%	20%	6.3%	17%
African American: Number of students tested	**	30	30	47	53
STATE GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	96.1%	95.8%	94.3%	93.8%	93.1%
% At or Above Level III	82.6%	79.8%	76.4%	74.4%	73.6%
% At Level IV	45.5%	41%	38%	36.4%	36.9%

*Since 2000, Special Education students exempt from the EOG have been assessed with one of North Carolina's two alternative tests.

**Less than 10 in the subgroup.

Test: North Carolina End of Grade Test
Publisher: North Carolina Department of Public Instruction

Grade/Subject: Third/Math
Edition: Updated Annually

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
GRADE LEVEL SCHOOL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	100%	100%	96.2%	87.8%	84.5%
% At or Above Level III	95.2%	84.5%	67.9%	67.1%	61.8%
% At Level IV	61.9%	44%	30.2%	28.1%	28.8%
Number of students tested	63	84	53	82	97
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students excluded	*4	*2	*5	*6	5
Percent of students excluded	6%	3%	9%	7%	5%
GRADE LEVEL SUBGROUP SCORES					
Free/Reduced: % At or Above Level I	100%	100%	100%	100%	100%
Free/Reduced: % At or Above Level II	100%	100%	92%	73.7%	72.7%
Free/Reduced: % At or Above Level III	75%	62.5%	40%	36.9%	38.6%
Free/Reduced: % At Level IV	25%	16.7%	8%	2.7%	2.2%
Free/Reduced: Number of students tested	12	24	25	38	44
White: % At or Above Level I	100%	100%	100%	100%	100%
White: % At or Above Level II	100%	100%	100%	100%	100%
White: % At or Above Level III	100%	100%	94.4%	96.8%	91.4%
White: % At Level IV	67.3%	57.8%	61.1%	64.6%	57.1%
White: Number of students tested	49	45	18	31	35
African American: % At or Above Level I	**	100%	100%	100%	100%
African American: % At or Above Level II	**	100%	93.3%	78.7%	72.2%
African American: % At or Above Level III	**	63.3%	50%	46.8%	42.6%
African American: % At Level IV	**	20%	10%	2.1%	5.4%
African American: Number of students tested	**	30	30	47	54
STATE GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	98.9%	96.8%	95.8%	94.4%	93.7%
% At or Above Level III	88.9%	77.3%	73.6%	71.8%	70%
% At Level IV	43%	34.2%	30.3%	31.8%	29.8%

*Since 2000, Special Education students exempt from the EOG have been assessed with one of North Carolina's two alternative tests.

**Less than 10 in the subgroup.

Test: North Carolina End of Grade Test
Publisher: North Carolina Department of Public Instruction

Grade/Subject: Fourth/Reading
Edition: Updated Annually

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
GRADE LEVEL SCHOOL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	97.3%	98.6%	93.9%	95.3%	94.6%
% At or Above Level III	93.2%	91.5%	65.1%	72.9%	71%
% At Level IV	60.8%	38.7%	30.3%	34.1%	36.6%
Number of students tested	74	70	66	85	93
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students excluded	4	5	4	3	2
Percent of students excluded	5%	7%	6%	3%	2%
GRADE LEVEL SUBGROUP SCORES					
Free/Reduced: % At or Above Level I	100%	100%	100%	100%	100%
Free/Reduced: % At or Above Level II	100%	100%	87.5%	92.3%	88.6%
Free/Reduced: % At or Above Level III	84.6%	81.8%	46.9%	56.4%	45.7%
Free/Reduced: % At Level IV	23.1%	18.2%	15.6%	10.2%	14.3%
Free/Reduced: Number of students tested	13	22	32	39	35
White: % At or Above Level I	100%	100%	100%	100%	100%
White: % At or Above Level II	98%	100%	100%	100%	97.7%
White: % At or Above Level III	96%	100%	86.4%	88.6%	86.1%
White: % At Level IV	28%	56.4%	59.1%	57.2%	51.2%
White: Number of students tested	50	39	22	35	43
African American: % At or Above Level I	100%	100%	100%	100%	100%
African American: % At or Above Level II	93.3%	95.5%	89.8%	90.2%	92.9%
African American: % At or Above Level III	80%	81.9%	48.8%	56.1%	52.4%
African American: % At Level IV	26.7%	13.7%	7.8%	12.2%	14.3%
African American: Number of students tested	15	22	39	41	42
STATE GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	95.8%	95.2%	93.9%	93%	92.6%
% At or Above Level III	83.8%	77.1%	74.5%	72%	71.4%
% At Level IV	41.9%	32.4%	31.3%	29.7%	27.6%

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Test: North Carolina End of Grade Test
Publisher: North Carolina Department of Public Instruction

Grade/Subject: Fourth/Math
Edition: Updated Annually

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
GRADE LEVEL SCHOOL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	100%	97.2%	100%	100%	96.8%
% At or Above Level III	100%	95.7%	80.3%	84.7%	86%
% At Level IV	85.1%	60%	25.8%	42.3%	45.2%
Number of students tested	74	70	66	85	93
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students excluded	4	5	4	3	2
Percent of students excluded	5%	7%	6%	3%	2%
GRADE LEVEL SUBGROUP SCORES					
Free/Reduced: % At or Above Level I	100%	100%	100%	100%	100%
Free/Reduced: % At or Above Level II	100%	95.5%	100%	100%	91.4%
Free/Reduced: % At or Above Level III	92.3%	91%	65.6%	74.4%	71.4%
Free/Reduced: % At Level IV	61.5%	31.9%	9.3%	23.1%	17.1%
Free/Reduced: Number of students tested	13	22	32	39	35
White: % At or Above Level I	100%	100%	100%	100%	100%
White: % At or Above Level II	100%	100%	100%	100%	100%
White: % At or Above Level III	100%	100%	100%	94.3%	95.3%
White: % At Level IV	90%	74.4%	59.1%	62.9%	67.4%
White: Number of students tested	50	39	22	35	43
African American: % At or Above Level I	100%	100%	100%	100%	100%
African American: % At or Above Level II	100%	90.9%	100%	100%	92.9%
African American: % At or Above Level III	100%	86.4%	66.7%	75.6%	73.9%
African American: % At Level IV	66.7%	31.9%	2.6%	24.4%	19.1%
African American: Number of students tested	15	22	39	41	42
STATE GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	99.3%	99.1%	98.8%	97.9%	97.1%
% At or Above Level III	94.8%	88.9%	86.8%	84.5%	82.7%
% At Level IV	59.2%	43%	40.1%	40.8%	39.7%

*Since 2000, Special Education students exempt from the EOG have been assessed with one of North Carolina's two alternative tests.

Test: North Carolina End of Grade Test
Publisher: North Carolina Department of Public Instruction

Grade/Subject: Fifth/Reading
Edition: Updated Annually

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
GRADE LEVEL SCHOOL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	97%	97.4%	97.4%	96.8%	96.6%
% At or Above Level III	97%	90.8%	82.9%	85.1%	78.6%
% At Level IV	74.3%	56.6%	52.6%	50%	47.1%
Number of students tested	66	76	76	94	89
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students excluded	*6	*4	*2	*2	5
Percent of students excluded	9%	5%	3%	2%	6%
GRADE LEVEL SUBGROUP SCORES					
Free/Reduced: % At or Above Level I	100%	100%	100%	100%	100%
Free/Reduced: % At or Above Level II	87.5%	90.9%	96.8%	90.6%	100%
Free/Reduced: % At or Above Level III	87.5%	77.3%	67.8%	62.5%	64.3%
Free/Reduced: % At Level IV	43.7%	18.2%	22.6%	12.5%	10.7%
Free/Reduced: Number of students tested	16	22	31	32	29
White: % At or Above Level I	100%	100%	100%	100%	100%
White: % At or Above Level II	100%	100%	100%	100%	100%
White: % At or Above Level III	100%	94.7%	93.6%	97.8%	91.7%
White: % At Level IV	84.4%	76.3%	77.5%	71.1%	70.9%
White: Number of students tested	45	38	31	45	48
African American: % At or Above Level I	100%	100%	100%	100%	100%
African American: % At or Above Level II	84.6%	93.6%	94.3%	92.3%	92.1%
African American: % At or Above Level III	84.6%	83.9%	68.6%	70.7%	60.5%
African American: % At Level IV	53.8%	29.1%	31.5%	19.5%	18.4%
African American: Number of students tested	13	31	35	41	38
STATE GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	98.2%	97.3%	96.6%	95.6%	95%
% At or Above Level III	88.7%	84.5%	82.7%	79%	75.7%
% At Level IV	43.7%	40%	39.4%	38%	32.6%

*Since 2000, Special Education students exempt from the EOG have been assessed with one of North Carolina's two alternative tests.

Test: North Carolina End of Grade Test
Publisher: North Carolina Department of Public Instruction

Grade/Subject: Fifth/Math
Edition: Updated Annually

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	100%	100%	98.7%	94.7%	90%
% At or Above Level III	98.5%	93.4%	86.9%	85.1%	83.3%
% At Level IV	86.4%	60.5%	61.9%	56.4%	60%
Number of students tested	66	76	76	94	90
Percent of total students tested	100%	100%	100%	100%	100%
*Number of students excluded	*6	*4	*2	*2	4
Percent of students excluded	9%	5%	3%	2%	4%
GRADE LEVEL SUBGROUP SCORES					
Free/Reduced: % At or Above Level I	100%	100%	100%	100%	100%
Free/Reduced: % At or Above Level II	100%	100%	100%	87.5%	82.8%
Free/Reduced: % At or Above Level III	93.7%	77.3%	74.2%	62.5%	62.1%
Free/Reduced: % At Level IV	49.9%	27.3%	29%	28.1%	27.6%
Free/Reduced: Number of students tested	16	22	31	32	29
White: % At or Above Level I	100%	100%	100%	100%	100%
White: % At or Above Level II	100%	100%	100%	100%	97.9%
White: % At or Above Level III	100%	100%	96.8%	100%	97.9%
White: % At Level IV	97.8%	84.2%	90.4%	73.3%	81.2%
White: Number of students tested	45	38	31	45	48
African American: % At or Above Level I	100%	100%	100%	100%	100%
African American: % At or Above Level II	100%	100%	97.2%	90.2%	79.5%
African American: % At or Above Level III	92.3%	83.9%	74.3%	68.2%	64.1%
African American: % At Level IV	61.5%	32.3%	34.3%	34.1%	33.3%
African American: Number of students tested	13	31	35	41	39
STATE GRADE LEVEL SCORES					
% At or Above Level I	100%	100%	100%	100%	100%
% At or Above Level II	98.9%	98.3%	97.8%	96.2%	96.2%
% At or Above Level III	92.5%	88.5%	86.6%	82.9%	82.5%
% At Level IV	61.8%	53.2%	50%	48.6%	47%

*Since 2000, Special Education students exempt from the EOG have been assessed with one of North Carolina's two alternative tests.